Appendix V
Sample Parents as Policy Makers

1) Shared Decision-Making Structure for Exceptional Programs Department, San Diego City Schools

2) Checklist for an Effective Community Advisory Committee

3) Application for Membership, Community Advisory Committee for Special Education

4) Solicitud para Miembrencia, Comite Asesor de la Comunidad de Educacion Especial

Shared Decision-Making Structure

for

Exceptional Programs Department

San Diego City Schools

DESIGN TEAM MEMBERS

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Revised May, 1996

SHARED DECISION-MAKING STRUCTURE
EXCEPTIONAL PROGRAMS DEPARTMENT
SAN DIEGO CITY SCHOOLS

PHILOSOPHY AND PURPOSE OF SHARED DECISION MAKING

Philosophy

It is the belief of Exceptional Programs Department stakeholders that the shared decision-making concept embodies a forward-looking philosophy that will produce a more effective, efficient EPD program in the best interest of all the students within the San Diego City Schools.

Purpose

The purpose of shared decision making in Exceptional Programs Department is to increase effective communication and broad based decision making within the EPD program and eventually with other programs of the San Diego City Schools.

Assumptions

Exceptional Programs stakeholders are aware that there exist federal and/or state stipulations for local educational funding and structure that may not be legally violated. The remaining spheres of activity within the Exceptional Programs Department involve processes with which all stakeholders wish to be consistently and actively involved. They are aware that authority implies responsibility, and they accept that assumption.

Rationale

All stakeholders possess ideas that can contribute to improvement of the overall functioning of the Exceptional Programs Department programs. Moreover, they seek to share those ideas in an open, meaningful forum that encourages both input into and impact upon Exceptional Programs Department decision making.

Exceptional Programs Department stakeholders support the establishment of an efficient, consistent decision-making structure that enables them to be supported as they originate, evaluate, and decide upon any issues that concern them. Such a structure will provide for representation from all stakeholders: management and non-management certificated staff, non-certificated staff, parents, community organizations, and other appropriate related entities.

Summary

It is the belief of the San Diego City Schools Exceptional Programs Department stakeholders that a supportive, mutually open pattern of shared decision making will yield greater productivity, more efficiency, and the best utilization of the ideas each stakeholder has to offer.

STRUCTURE

Stakeholders in the Exceptional Programs Department

Stakeholders of the San Diego City Schools Exceptional Programs Department are those individuals affected by the decisions made within EPD.

Stakeholders generally fall into two categories: internal and external. Internal stakeholders are students, certificated and classified staff, parents, and school sites. External stakeholders consist of: school communities; local, state, and federal governments; advocacy groups; outside employers; institutions of higher learning; and similar related entities.

Governance Structure

The Exceptional Programs Department Shared Decision-Making Governance Teams shall be divided into a two-level structure:

a. a Coordinating Governance Team (CGT) and
b. a number of Program Governance Teams (PGTs).

The Coordinating Governance Team (CGT) shall be the coordinating body for the district Exceptional Programs Department and will be responsible for making overall departmental decisions, allocating department resources, and resolving program conflicts.

The Program Governance Teams (PGT) shall provide the shared decision-making structure for stakeholders within individual program areas. These teams shall be responsible for those decisions affecting only their programs and stakeholders.

Guidelines for Program Governance Teams

Participants and Representatives on the Program Governance Teams (PGTs)

Administrative
Diagnostic Resource Teachers
Parent Facilitators
Parents
Students
San Diego Educational Support Personnel/NEA (SD ESP)
California School Employees Association (CSEA)
San Diego Teachers Association (SDTA)
Administrators Association
Non Administrative certificated staff
Classified staff
Appropriate agencies

Unless specified below, each constituency group listed shall have one representative.

Non administrative certificated staff reflective of the program's constituency should comprise one-half of the shared decision making governance team.

- Classified staff reflective of the program's constituency should have at least two representatives in addition to the CSEA.

- At least one regular education classroom teacher should be included on each PGT.

- Student representatives should be included as appropriate, to be determined by each PGT.

- There should be at least two parent representatives on each PGT. Whenever possible parent representation should include parents who are not employees of the district.

- PGTs may include appropriate community agency representatives.

- Whenever possible, constituency group representation should reflect grade levels and district areas of operation.

- Representatives shall be elected by their constituency group or in the case of Associations (Administrators Association, CEA, CSEA, SDTA, etc.) appointed to serve on the PGT.

Guidelines for the Coordinating Governance Team

Participants and Representatives in the Coordinating Governance Team (CGTs)

Administration
Parents
Community Advisory Committee (CAC)
District Advisory Committee (DAC)
PTA Council
Program Governance Teams
San Diego Educational Support Personnel/NEA (SD ESP)
California School Employees Association (CSEA)
San Diego Teachers Association (SDTA)
Administrators Association
Regular education teacher

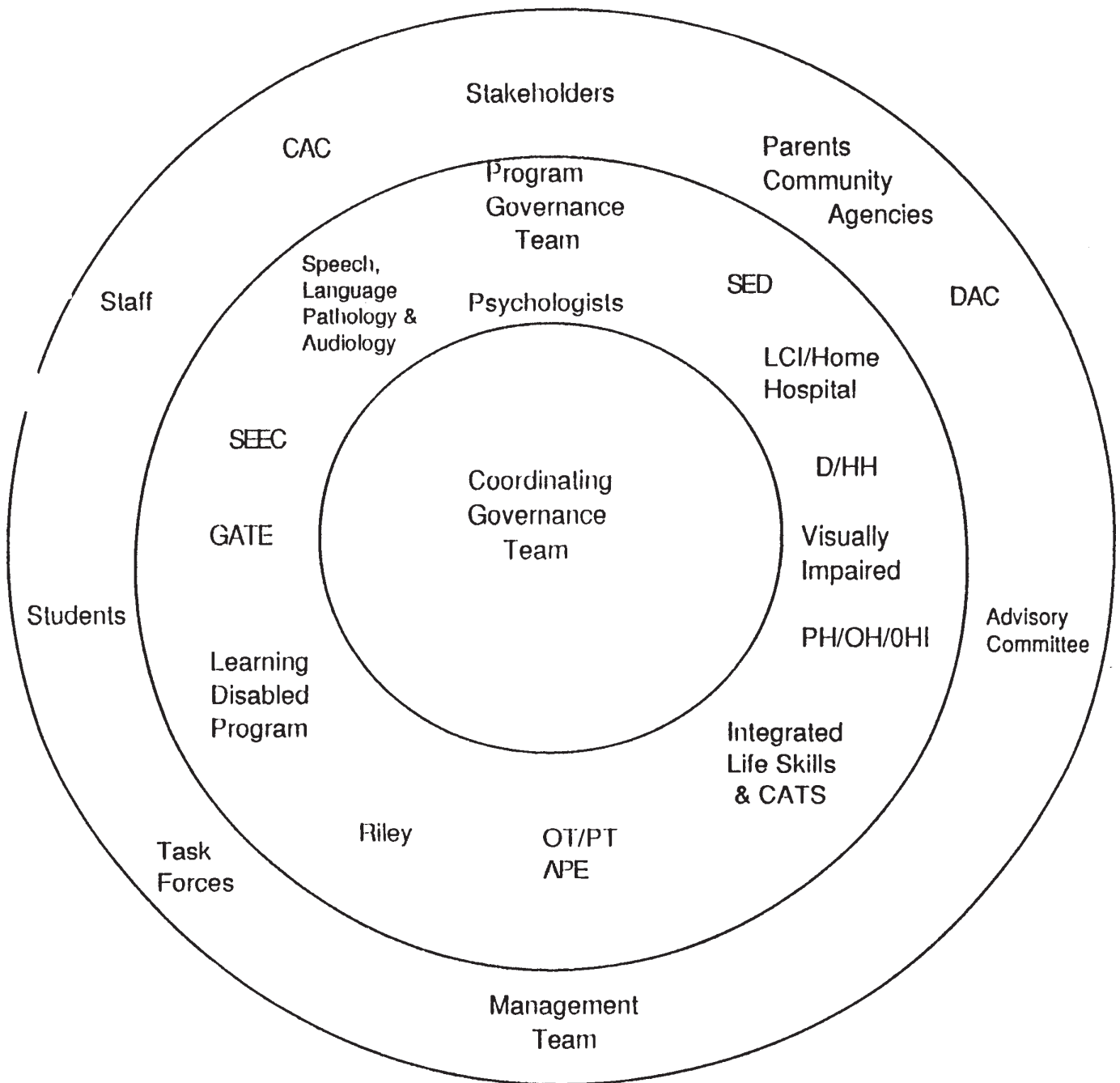Unless specified below, each constituency group listed shall have one elected or appointed representative.

- Non administrative certificated staff should comprise one-half of the CGT.

- There will be a minimum of four classified representatives.

- Positions will be added if programs designees do not meet this requirement. If more certificated or classified need to be added, they will be appointed by SDTA and/or CSEA.

- Administration shall be represented by the Exceptional Programs Department Instructional Team Leader (ITL), Assistant Instructional Team Leader (AITL), and one additional Exceptional Programs administrator.

- Parents shall be represented by parents of Special Education/GATE students. Two parents shall be appointed, one by CAC/DAC and one by the PTA Council. Two additional parents shall be elected from the parent membership of the PGTs. Each PGT shall elect one member to be its representative on the CGT.

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Term of Office

It is suggested that members on the governance teams be elected for two-year terms. It is also recommended that these terms be on alternating years with at least one-half of the group rotating in or out. At the first governance team meeting, lots shou! be drawn to determine one-year terms and two-year terms.

Shared Decision-Making Structure

For

Exceptional Programs Department

All Exceptional Programs Department programs will be included in a PGT. Some program teams may change at a later date.

Stakeholders

CAC

Parents
Community
Agencies

Program
Governance
Team

Staff

Speech,
Language
Pathology &
Audiology

Psychologists

SED

DAC

LCI/Home
Hospital

SEEC

D/HH

Coordinating
Governance
Team

GATE

Visually
Impaired

Students

PH/OH/OHI

Advisory
Committee

Learning
Disabled
Program

Integrated
Life Skills
& CATS

Task
Forces

Riley

OT/PT
APE

Management
Team

SCOPE AND AUTHORITY OF SHARED DECISION MAKING

Scope and Authority of the Coordinating Governance Teams

The Coordinating Governance Team (CGT) shall be the coordinating body for the district Exceptional Programs Department and will be responsible for making overall decisions, allocating resources, and resolving conflicts.

Scope and Authority of the Program Governance Teams

The Program Governance Teams (PGT) shall provide the shared decision-making structure for stakeholders within individual program areas. These teams shall be responsible for those decisions affecting only their programs and stakeholders.

Scope and Authority of the Instructional Team Leaders and Assistant Instructional Team Leaders

The everyday operations of the Exceptional Programs Department will continue to be managed by the Instructional Team Leader (ITL), the Assistant Instructional Team Leaders (AITLs), and Specialists. Also, in crisis or emergency situations, the Exceptional Programs Department management will deal with any situations as required to resolve the matter in an efficient manner.

Areas to Consider for Scope and Authority

The following are suggested areas for Governance Teams to consider when defining the scope and authority of the PGTs or CGT.

Program Philosophy
Program Operations
Staff Development
Curriculum and Textbook Adoption
Compliance Issues
Budget

Appendix I provides suggestions to assist governance teams considering the areas of scope and authority.

RECOMMENDED OPERATING RULES

Meeting Frequency and Time Frame

When writing each PGT or CGT governance document, considerations need to be made regarding meeting frequency and time frame. The following guidelines are suggested.

CGT and PGT will establish a schedule for meetings that will reflect needs of constituents. Whenever possible, compensation and/or release days for classified and certificated employees may be provided to those who do the work of the design team or governance team during or after the defined work day.

Chairperson

Each Governance Team shall elect a chairperson.

The chairperson shall be responsible for:

a. chairing meetings
b. preparing and sending out the agenda
c. assuring highlights of minutes are provided to department newsletter.

Recorder

It is recommended that a recorder be chosen by each PGT and the CGT whose primary responsibility will be the taking of minutes using the "Conference Agenda Model" (see Appendix II).

The recorder for the PGT shall distribute the minutes to the respective PGT members, the other PGT chairs, and the CGT chair.

The recorder for the CGT shall distribute the minutes of the CGT meeting to the team members and the chairs of PGT teams.

Agenda

It is recommended that in building the agenda, the PGTs and CGT consider a method and means to solicit agenda items. Suggestions include the following:

a. members of the team may submit items for the agenda
b. members may submit items from non-team members
c. each team will develop a procedure for establishing and distributing agendas.

Observers

Non members of the PGTs or CGT who are stakeholders in the Exceptional Programs Department may attend meetings as observers.

Other Considerations

Upon advance request, the PGTs and CGT shall provide interpreters for the deaf and language minority constituents.
Meetings will be held in locations accessible to all individuals with disabilities.

COMMUNICATION PROCESS AND RELATIONSHIPS BETWEEN THE COORDINATING GOVERNANCE TEAM, PROGRAM GOVERNANCE TEAMS AND STAKEHOLDERS

A process will be established to provide stakeholders with the opportunity to give ideas and concerns to PGTs and/or CGT through their representatives or other members on the team. When appropriate, advisory committees, task forces and other groups will bring ideas and concerns to the PGTs and CGT.

The CGT should communicate with PGTs and other stakeholders through:

 a. minutes
 b. memos
 c. letters
 d. in services and meetings
 e. management team members

PGTs need to communicate and are encouraged to collaborate with each other. Minutes from each PGT and/or CGT will be available upon request to constituent groups.

DECISION-MAKING PROCESS

The preferred decision-making process is consensus; however, consensus may not always be possible. If consensus cannot be reached, mediation, delegation of the decision to others, voting, or some other means of reaching a decision should be used.

DISPUTE RESOLUTION PROCESS

Resolving disputes regarding the interpretation of the governance document may include mediation, arbitration, appeal process, cooling off periods, or referral to the constituents of the identified program or the CGT.

In the event that a conflict arises between aims of the PGTs and/or CGT and the aims of a given site governance team, a joint task team shall be formed to resolve the issue to the best interest of the stakeholders involved in compliance with the applicable regulations. If the issue is not resolved at that level, it may be referred to the Restructuring Leadership Team (RLT)

RATIFICATION OF GOVERNANCE DOCUMENT

The written governance document must be submitted to each constituent group (management and non management certificated staff, classified staff and parents) in a secret ballot ratification vote. Ratification requires a two-thirds vote of those voting among each constituent group.

AMENDMENT PROCESS

Success of a shared decision-making plan requires flexibility and a method for modification. Amendments to the document will be made by a two-thirds vote of those voting among each constituent group.

ACCOUNTABILITY

On an annual basis, each PGT and the CGT will evaluate the progress of the team in relation to decision making which shou positively impact the students through the operations of the program and/or department. The results of the evaluation shall be made available to the constituent groups.

AREAS TO CONSIDER FOR SCOPE AND AUTHORITY

The following are suggested areas to consider when defining the scope and authority of the governance teams, PGTs or CGT. These suggestions are to help facilitate the process of discussion and designing, not to limit the scope for each area.

Philosophy

It is suggested that the PGTs:

a. give input into philosophy, goals, and objectives;
b. review and develop vision, mission statement, goals and objectives
    for their program and inform the CGT;
c. review how well the PGT is working together and make adjustments.

It is suggested that the CGT:

a. review and develop vision, mission statements, goals and objectives;
b. develop the department philosophy on providing service for
    students which includes but is not limited to:

    1.) certification
    2.) utilization of staff
    3.) working with regular education

c. review how well the CGT is working together and make adjustments.

Programs

It is suggested that the PGTs identify and resolve operational issues such as:

a. staffing allocations;
b. staffing assignments and transfer problem-solving;
c. recruitment and retention of staff;
d. reorganization of programs;
e. development and evaluation of program philosophy.

It is suggested that the CGT consider the following program and operational issues:

a. problem solving for programs that are underutilized;
b. organization of the program;
c. review of each program's philosophy;
d. suggestions to help programs become more effective;
e. assurance of collaboration among Exceptional Programs Department
    and other support programs (nurses, counselors, etc.);
f. recruitment and retention of staff.

Staff Development

It is suggested that the PGTs conduct an assessment to determine the breadth of staff development needs within their respective programs and propose staff development activities which would be recommended to the CGT for implementation. : suggested that the CGT establish task forces to prioritize needs and to make its recommendations to the CGT.

Curriculum and Textbook Adoption

It is suggested that PGTs consider the following areas in curriculum and textbook adoption:

    a.   providing input into philosophy;
    b.   selecting representatives for committees.

It is suggested that the CGT consider the following areas in curriculum and textbook adoption:

    a.   establishing the philosophy;
    b.   establishing committee(s) as needed;
    c.   making recommendations to district textbook adoption process.

Compliance Issues

It is suggested that the PGTs shall provide input into the development of appropriate forms and develop the program handbook to be used in the program and within Exceptional Programs Department.

It is suggested that the CGT:

    a.   establish a task force to develop an Exceptional Programs Department procedure manual;
    b.   develop and revise forms;
    c.   establish task force for development of local plan.

Budgets

It is suggested that the PGTs:

    a.   develop and recommend program budget to CGT;
    b.   allocate program budget;
    c.   request additional funding.

It is suggested that the CGT:

    a.   develop and recommend budget to the Board of Education considering
        goals and objectives;
    b.   allocate budget to program;
    c.   make adjustments to budget.

SAN DIEGO CITY SCHOOLS
EXCEPTIONAL PROGRAMS DEPARTMENT

CONFERENCE AGENDA

Meeting_____   Date_____

Topic_____   Discussion, Follow up

CHECKLIST FOR AN EFFECTIVE COMMUNITY ADVISORY COMMITTEE

Done To Do   AN EFFECTIVE CAC HAS A SENSE OF PURPOSE

( ) ( )   actively reviews the Local Plan for Special Education

( ) ( )   provides parent education (about the IEP, parenting skills, agency services, current issues in special education)

( ) ( )   produces a parent newsletter, handbook or brochure (about special education, parent's rights, services available in the SELPA, the CAC)

( ) ( )   raises community awareness about special needs (notifies media about special events in the SELPA, sends speakers to community service groups, participates in a yearly "Abilities Awareness Day" or program)

( ) ( )   acts as a network for parent support groups which focus on specific special needs

( ) ( )   is a forum for parents who wish to ask questions or express concerns

( ) ( )   exchanges information and support with other CAC's in the area or in the state (belongs to Regional Coordinating Councils, SECACNOC)

AN EFFECTIVE CAC HAS HEALTHY <u>MEMBERSHIP:</u>

( ) ( )   represents a cross section of the communities in the SELPA (a variety of special needs, ethnic groups, parents, teachers, professionals, non-public school personnel)

( ) ( )   has representatives from service agencies in the SELPA (the Regional Center, ARC, UCP, advocacy group)

( ) ( )   avails itself of parent and community education/outreach programs to promote the CAC and to interest new members

( ) ( )   encourages current members to recruit new members and makes parents feel welcome to join

( ) ( )   solicits representatives to the CAC from individual parent support groups

( ) ( )   educates new members about the CAC (gives each member a CAC manual containing important information about the SELPA and the CAC

( ) ( )   engages in leadership development, encouraging and assisting newer members as they take on more responsibility

AN EFFECTIVE CAC HAS <u>STANDARD PROCEDURE:</u>

( ) ( )   has regularly scheduled and well publicized meetings, at convenient times

( ) ( )   plans and send out agenda in advance; organizes meetings to take 2 hours or less

( ) ( )   conducts and annual needs assessment in the SELPA (to determine topics for parent education programs issues of concern to parents, best dates/times for meetings, and to raise awareness about the CAC

( ) ( )   assigns specific duties to subcommittees in carrying out the purposes of the CAC

( ) ( )   sets goals for the CAC on a yearly basis and evaluates progress towards the goals at the end of the year

( ) ( )   has a budget goal ($1.00 per student) and documents it

( ) ( )   makes a yearly report to the SELPA Director and to the School Board (s) evaluating special education in the SELPA

AN EFFECTIVE CAC <u>COLLABORATES:</u>

( ) ( )   recognizes and commends students, teachers, or other staff who do outstanding work (gives graduation "gifts", awards, public credit)

( ) ( )   agrees with SELPA on the person acting as liaison between the CAC and the SELPA

( ) ( )   makes use of SELPA funds for parent education when drawing up its yearly budget

( ) ( )   acknowledges "in kind" services provided by the SELPA (vice versa)

( ) ( )   sends representatives to all appropriate school board or administrative meetings in the SELPA

( ) ( )   participates in the planning and the execution of teacher education about special education in the SELPA

( ) ( )   participates with the SELPA in yearly state Parent-Professional Collaboration Seminars

( ) ( )   provides information about special education programs to the state Coordinated Compliance Review (CCR) team

( ) ( )   Keeps local, state, and federal lawmakers informed about issues relating to special education

SUGGESTIONS FOR CAC INSERVICES/PARENT TRAINING/PROJECTS

Some of the inservice/parent training projects that have been successfully done by CAC's are:

PROJECTS:
* Parent Handbook
* CAC Newsletter
* Needs Survey
* CAC Brochure

INSERVICES/PARENT TRAININGS:
* Behavior Management for Parents
* Transition Planning: What Happens After School?
* disAbility Awareness
* Special Education Laws/Parent Roles and Responsibilities
* The Grieving Process
* Informed Empowered Parents: Empowering Parents in the IEP Process
* Learning Disabilities: A Parent, Student, and Teacher's Perspective

If you would like more information on any one of the projects or inservices/parent trainings, please contact SECACNOC at 1-800-894-0991 and we will direct you to the respective CAC that was involved.

COMMITTEES/SUBCOMMITTEES FOR AN EFFECTIVE CAC

STANDING COMMITTEES

Local Plan review and Legislative Committee:

* Will continuously evaluate SELPA programs, review the Local Plan and keep the community informed regarding pertinent legislation

* Will elicit input from the community regarding programs and the Local Plan, and be involved in developing and amending the Local Plan

* Will be apart of the tri-annual state review of compliance (CCR)

Membership and Publicity Committee:

* Will be responsible for recruiting membership that reflects the community that the SELPA serves

* Will provide CAC orientation packets and application forms to interested persons

* Will stay in contact with the CAC secretary and directors in regards to vacancies, member's terms of office, etc.

* Will ensure that membership stays in accordance to the CAC By-Laws and the California Education Code

* Will provide the media with information regarding the CAC and their activities

Parent and Community Education Committee:

* Will assist with inservice activities, parent education and will encourage parent awareness

* Will assist in educating the community about individuals with disabilities through newspapers, newsletters, and other media

* Will assist with organizing and developing newsletters, CAC parent handbook, CAC needs assessments, etc.

Program Development/Program Needs Committee:

* Will collaborate with special education staff and district Personnel Departments to develop and implement efficient planning, recruitment and hiring procedures for special education teachers, DIS staff, etc.

* Shall gather information on programs in the community, needs of students, parents, teachers, and school personnel

* Shall provide input to the SELPA on program and personnel development

* Shall be involved in setting the SELPA priorities

SUGGESTIONS FOR SUBCOMMITTEES

Subcommittees can be formed when a particular issue or needs arises in your community. Some examples of subcommittees and their possible functions are listed below:

Integration/LRE (Least Restrictive Environment) Subcommittee:

* Regular and special education interfacing to endorse integration/mainstreaming policies and procedures

* Provide administrators, teachers and parents with inservice on value of integration practices for all students, accountability, and best educational practices

Accessibility Subcommittee:

* Monitor and advocate for legislation regarding accessibility and safety in schools at all levels

Non-Public School Subcommittee:

* Work with SELPA to ensure individuals in non-public schools receive information provided the CAC regarding: inservices, parent trainings, handbooks, etc.

Parent Support Subcommittee:

* Coordinate referrals and information exchange between various parent support groups

SUGGESTIONS FOR RECRUITING NEW CAC MEMBERS

1. Inservices, trainings, newsletters, parent handbooks, etc., should be written, and if possible, presented, in the languages of your community. Provide interpreters at your CAC meetings if necessary to encourage participate of non-english speaking individuals.

2. Provide information to service agencies (Regional Center; Area Board, UCPA, etc) in your area about your CAC. If they have their own newsletter, ask them to include CAC information.

3. Provide information about your CAC to the teachers (both regular and special education) in your community. Send copies of all your fliers, newsletters, needs surveys, etc., to teachers, program specialists, designated instructional services providers, etc.

4. Enlist your community to become involved in a selected project - Public School's Week, Ability Awareness Programs, etc. Use the media and spread the word.

5. Ask for input and assistance from your community with your newsletters, parent handbooks, inservice trainings, etc.

6. At least once or twice a year, send out your CAC brochure and include a response card for them to fill out and return.

7. Have at least tow meetings a year at a different time from your regular meetings. If you normally hold your meetings in the morning, provide at least two evening meetings or vice versa.

8. Have CAC members regularly attend your local school board, director's legislative meetings, etc. Inform them of your CAC projects and send them copies of all your fliers, minutes of your meetings, etc. Request that they send you agendas and minutes of all their meetings.

9. Sponsor parent inservices/trainings on specific topic areas that are of interest to the parents in your community.

Top 10 Common Goals for CACs (in order):

* Providing education/training/information to parents
* Developing/contributing to a CAC newsletter
* Increasing parent participation in the CAC
* Participating in Special Needs/Ability Awareness Day
* Producing/updating a Parent Handbook or CAC brochure
* Developing a network of parent support groups
* Conducting a "needs survey" of parents
* Providing workshops for special education/regular education teachers
* Compiling an Agency Resource Directory/Holding an Agency Resource Fair
* Understanding transportation issues/problems

Top 5 Areas of Need:

* Increasing parent involvement in the CAC
* Keeping parents informed through newsletter
* Providing more/better parent education
* Raising community awareness about abilities/disabilities
* Leadership development

Top 5 Areas of Excellence:

* Parent networking/support/advocacy
* Parent/professional involvement and attendance at meetings
* Good working relationship with the SELPA staff
* Parent Handbook/Resource Directory
* Ability Awareness Programs or Projects

Parent Education Workshop Topics:

* Parenting Skills (including discipline, behavior management)
* IEP Process/Rights/Responsibilities/Advocacy
* Agency services available in the SELPA
* Integration/Mainstreaming
* Least Restrictive Environment (LRE)
* Transition from school to adult life
* Sexuality
* Recreation/Leisure opportunities
* CAC and it's function
* Self Esteem
* Regulations for obtaining SSI
* Learning Disabilities
* Early identification of younger children
* SELPA Budget
* Wills and Trusts
* Candidate's Forum (for Board of Education)

Application for Membership

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

Name: _____

Address: _____

_____

Present Occupation: _____

Home phone: _____ Work phone: _____

Please check one:

Person Applying for membership is a: ☐ Student ☐ Parent ☐ Staff

You or your child is enrolled in: ☐ Regular education ☐ Special education
☐ Other _____

Your area(s) of interest is: ☐ Learning handicapped ☐ Physically handicappped
☐ Severly handicapped ☐ Communicatively handicapped
☐ Other _____

Do you have a disability? ☐ Yes ☐ No
Civic activities or organizations you belong to, if any: _____

What do you feel you can contribute to the CAC? _____

How did you hear about the CAC? _____
Have you attended any CAC business meetings? ☐ Yes ☐ No
When _____

Signature: _____ Date: _____

For CAC use
Sent to director: _____

                      Name   Date

Number of CAC members from your district to date: _____

Current members comprised of:
☐ Parents ☐ Special Education teachers ☐ Regular education teachers

Additional members received from:
☐ Parents ☐ Special Education teachers ☐ Regular education teachers

Solicitud Para Miembrencia

COMITÉ ASESOR DE LA COMUNIDAD DE EDUCACIÓN ESPECIAL

Nombre: _____

Dirección: _____

_____

Su Oficio Presente: _____

Telefono en casa: _____ Del Trabajo: _____

Por favor marque uno:
Persona aplicando es un: ☐ Alumno   ☐ Padre   ☐ Personal

Usted o su hijo esta   ☐ Educación general   ☐ Educación especial
inscrito en: ☐ Otro _____

Temas de interes: ☐ Incapacidad en el Aprendizaje ☐ Incapacitado físicamente
                        ☐ Severamente incapacitado   ☐ Incapacitado en comunicación
                        ☐ Otro _____

Tiene usted una incapacidad?   ☐ Si   ☐ No
Actividades cívicas o organizaciones que pertenese, si algunas: _____

Que es lo que ustéd piensa que puede contribuir al CAC? _____

Como se dio cuenta del CAC? _____
Usted a asistido en algunas de nuestras juntas de negocios?   Si ☐   No ☐
Cuando _____

Firma: _____ Fecha: _____

_____

Para el uso del CAC
Enviado al director: _____
                        Nombre   Fecha
Numero de miembros de su distrito al dia: _____

Miembros al dia constar de:
☐ Padres   ☐ Maestros en educación especial   ☐ Maestros en educación general

Miembros adicionales resividos de:
☐ Padres   ☐ Maestros en educación especial   ☐ Maestros en educación general